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ABSTRACT

This project, in the second year of a three-year funding cycle, serves approximately 100 Hispanic students of limited proficiency in both English and Spanish at two junior high schools. Both schools had high enrollments (over 50 percent) of Hispanic students and were located in economically depressed areas of New York City. Project goals include: (1) to reinforce English language skills, especially reading and writing; (2) to improve language arts skills in the students' native language (Spanish); (3) to offer counseling support services; and (4) to offer career guidance services. In addition, two students from a nearby high school served as peer tutors in English reading, and curriculum materials appropriate to the students' needs were developed. Implementation was delayed due to a reduced level and late receipt of funding, a change in sites, and difficulties finding and hiring appropriate staff. In spite of these problems, student achievement data indicate significant gains in English language development, native language mastery, and career awareness. Recommendations for the final year of project operation include an on-site location for the project director's office, a re-evaluation of the number of tutorials each student is expected to attend, and more complete collection of data necessary for assessment of the project's success. (MCK)

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PROJECT GET SET

1984-1985

OEA Evaluation Report

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O.E.A. Evaluation Report

Grant Number: G00-830-2142

PROJECT GET SET

1984-1985

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A SUMMARY OF THE REPORT

This multi-site project, in its second year of funding, proposed to serve approximately 100 Hispanic students of limited ability in English and Spanish at two junior high schools in the Bronx. The selected sites, Theodore Roosevelt High School, J.H.S. 80 and J.H.S. 143, were located in economically depressed areas of the borough, had high enrollments of Hispanic students (over 50 percent), and were in need of the services proposed by the project.

The major project goals were to develop English language skills, to reinforce Spanish language skills when necessary, to offer counseling support services, and to provide career guidance information. Additionally, the project included the services of two high school students who would tutor project participants in English reading during the school day.

Project GET SET was administered under the jurisdiction of the Office of Bilingual Education of the New York City Public Schools. Title VII funds were to support the positions of a project director, two resource specialists, a project secretary, and the two student-tutors. Actual project implementation was delayed, however, due to reduced and late receipt of funding, a change in the sites originally selected to participate, and the problem of identifying and hiring appropriate staff. As a result, most project activities took place after January, 1984.

Despite these obstacles, the project director identified and established contact with the new participating sites; reviewed student records to determine student eligibility; advertised, interviewed, and hired candidates for vacant staff positions; hired hourly personnel to develop career awareness curriculum; and identified, reviewed, and purchased textbooks, workbooks, reference books, instructional suplies, and audiovisual materials for instructional use.

Program objectives were assessed in English language development (California Achievement Test); mastery of the native language (Spanish version of the Language Assessment Battery [LAB]); and career-related instruction (teacher-made tests). Quantitative analysis of student achievement data indicates that:

-- Participants made statistically significant gains on the CAT. The gains for the comparison group were not statistically significant.

-- On the Spanish version of the LAB, participants scored significantly higher than the comparison group.

-- Posttest scores for participants who received career-related instruction improved significantly.

The following recommendations were offered for the final year of project operation:

-- That the project director be based on-site rather than at the central office of the N.Y.C. Board of Education.

-- That the number of tutorials that students are expected to attend should be re-evaluated. Expecting students to attend 90 tutorials may be unrealistic.

-- That the project collect and provide all of the data necessary to assess the achievement of each objective proposed.

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Project GET SET

Central Office:	Office of Bilingual Education 131 Livingston Street Brooklyn, New York 11201
Project Director:	Julio Pedraja
Participating Sites:	J.H.S. 80, J.H.S. 143, and Theodore Roosevelt High School
Target Language:	Spanish
Target Population:	100 Limited English Proficient (LEP) Students
Year of Funding:	1984-85, Second Year of a Three- Year Cycle

I. OVERVIEW

Project GET SET is an E.S.E.A. Title VII program supervised and administered by the Office of Bilingual Education (O.B.E.) of the New York City Public Schools. The purpose of Project GET SET is to offer supportive and peer-tutorial services to Hispanic junior high school students of limited English proficiency (LEP) for the following purposes:

- to reinforce English language skills, especially reading and writing;
- to reinforce native language arts skills;
- to offer counseling support services; and
- to offer career guidance services.

Peer-tutoring services were to be provided by two students from Eastern District High School for students from I.S. 49, J.H.S. 50, and Saints Peter and Paul School in Brooklyn. All three sites withdrew after program approval had taken place, and subsequently the program was transferred to Community School District (C.S.D.) 10 in the Bronx. Two schools

were selected to participate: J.H.S. 80, J.H.S. 143, and tutors would be hired at Theodore Roosevelt High School. The program maintained its central headquarters at the O.B.E. offices at 131 Livingston Street in Brooklyn.

The program was designed to provide services for 100 seventh- through ninth-grade Hispanic LEP students. However, data were provided for a total of 93 participants.

II. STUDENT CHARACTERISTICS

Project GET SET served 93 students . Forty-eight students were from J.H.S. 80 and 45 students were from J.H.S. 143. A total of 98 students served as a comparison group; 53 students from J.H.S. 80 and 45 students from J.H.S. 143. While participating females (60 percent) outnumbered participating males (40 percent), males and females in the comparison group were evenly distributed.

Students receiving program services were in grades seven through nine; however, more were in seventh grade (48) than eighth (27) or ninth (18). Most students in the comparison group were in seventh (40) and eighth (40) grades. Only 19 of these students were in the ninth grade. A breakdown of students' status by school and grade indicates that most of the seventh graders (60 percent) who were assigned to receive program services or to the comparison group were from J.H.S. 143. Eighth graders, regardless of group assignment, were mostly from J.H.S. 80 (70 percent). Both groups of ninth graders were evenly distributed in schools.

The students in both groups were born either outside the United States, or came from homes in which Spanish is spoken as the native language. Forty-seven percent (40) of the students receiving program services were born in Puerto Rico, 21 percent (18) were born in the U.S., and another 21 percent were born in the Dominican Republic. An additional six percent (5) were born in Ecuador. The remaining five percent (4) of participating students were born in other Central and South American countries.

A different pattern emerges when students' country of birth is assessed for the comparison group. As Table 2 indicates, most of these

TABLE 1

Distribution of Program and Comparison Students by Grade

Grade	Participating Students	Comparison Group	TOTAL	PERCENT
7	48	40	88	48
8	27	40	67	35
9	18	14	32	17
TOTAL	93	94	198	
PERCENT	52	48	100	

- Almost half of all students were seventh graders.
- Most students in the participating group were in seventh grade whereas most students in the comparison group were in seventh and eighth grades.
- Both groups had relatively few ninth graders.

TABLE 2

Country of Birth of Program and Comparison Students

Country of Birth	Participating Students		Comparison Group		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
U.S.A.	18	21	57	59	75	41
Puerto Rico	40	47	21	22	61	33
Dominican Republic	18	21	14	14	32	18
Ecuador	5	6	1	1	6	3
Colombia	-	-	2	2	2	2
Mexico	1	1	1	1	2	1
Peru	2	2	-	-	2	1
El Salvador	1	1	-	-	1	*
Panama	-	-	1	*	1	*
TOTAL	85	47	97	53	182	100

*
Less than one percent.

students (57) were born in the U.S. The remaining students in this group were born in Puerto Rico (21), the Dominican Republic (14), and Central and South American countries (6).

Thus, most students receiving program services were born outside the United States, whereas most of the students in the comparison group were born in the United States and were from homes in which Spanish was spoken as the native language.

Although program students may have been in English as a second language (E.S.L.) programs for two years or more, they continue to have difficulty in reading and writing English. Additionally, these students have a weak command of Spanish; however, they are not learning disabled. According to the project director, most come from economically deprived environments and from backgrounds that lack adequate literacy skills in Spanish and English, and are therefore considered "dually limited."

The students identified for Project GET SET have never been served by Title VII services. The schools have not previously provided them with a bilingual education program because, as previously stated, they did not meet the criteria mandated by the Consent Decree. (They were entitled to E.S.L. services after fall 1983).

The two groups of students involved in Project GET SET were expected to be comparable in all respects except that the participating group was to receive program services whereas the comparison group was to function as a control (no program services). Analyses of English and Spanish LAB scores indicate that both groups are similar in English proficiency (the average English LAB score for the participating group was 51.4; the comparison group scored an average of 56). However, the participating group is more

proficient in Spanish than the comparison group. Students who received program services scored an average of 61.5 on the Spanish LAB and the comparison group scored an average of 34.4. This is not surprising because most participating students were born outside the U.S. and most students in the comparison group were born in the U.S. The differences in the Spanish LAB scores suggest that the groups may not have been comparable.

III. ORGANIZATION AND STAFFING

RATIONALE FOR SITE SELECTION

Site selection was based on several factors. First, prior to program implementation, a comprehensive needs assessment was conducted in order to identify districts in greatest need of services. Second, districts were chosen if some documentation existed indicating a commitment to bilingual education (e.g., records of tax levy funds set aside in the past for bilingual education, proof that support services have been provided, etc.). A third consideration was the concentration of Hispanic LEP students who were eligible for E.C.I.A. Chapter I services.

PARTICIPATING SITE CHARACTERISTICS

Junior High School 80

J.H.S. 80 serves an economically depressed area of the Bronx, and is entitled to receive E.C.I.A. Chapter I funding. Approximately 77 percent of the students are eligible for the free-lunch program. The proportion increases to 100 percent for GET SET students, all of whom are eligible for the free-lunch program. Of a total population of 1,200 students, 696 or 58 percent are Hispanic. Twenty-four percent of the students are reading two years or more below grade level and 32 percent are performing similarly in mathematics. The school building also provides space for an elementary school, making it over-crowded and in great need of supportive services for its students.

Junior High School 143

J.H.S. 143 is also located in C.S.D. 10. The school has a register of 1,821 students in grades seven through nine. The Hispanic enrollment of

1,093 children comprises 60 percent of the total population. This school is also located in an economically depressed area in the district (76 percent of the students are free-lunch eligible) and is entitled to E.C.I.A. Chapter I funding. Since 24 percent of the students are reading two or more years below grade level and 35 percent are at these levels in mathematics, the school would benefit from the services proposed by Project GET SET.

Theodore Roosevelt High School

Theodore Roosevelt High School is located between one of the most affluent and one of the most economically deprived communities of the Bronx. Situated in the central part of the Bronx, the school draws its students primarily from the South Bronx. The total school register is approximately 3,500 students, of which 58 percent are Hispanic. Of these, 20 percent are of limited English proficiency. This high school was selected because it is in close proximity to the target schools and receives many students from the district's intermediate and junior high schools.

STUDENT ELIGIBILITY CRITERIA

The major criterion used in student selection was the score on the Language Assessment Battery (LAB). The LAB is a diagnostic instrument that identifies limited English proficient students. This test, developed by the New York City Board of Education's Office of Testing, measures all four language skills: listening/understanding, speaking, reading, and writing. The speaking portion of the test is individually administered to each student by a trained professional.

Hispanic students who score at or below the twentieth percentile on the English version of the LAB and higher on the Spanish version are considered LEP and are entitled to a bilingual instructional program according to a Consent Decree. In 1974, the Board of Education of the City of New York entered into an agreement with Aspira in a legal settlement which resulted in a Consent Decree. Many students, however, score lower on the Spanish version than on the English version. Although they are limited English proficient, since they scored even lower in Spanish they are not entitled to a bilingual program. However, they may receive bilingual instruction if their parents request it. These students, who score under the cutoff score in English but lower in Spanish, are classified as "dually limited" and are the target population for Project GET SET.

PROGRAM STAFFING

The central office provided services both centrally and on-site to the participating schools. Project staff included a centrally-based project director, two on-site resource specialists, two on-site student tutors, and a centrally-based project secretary.

The project director was responsible for acting as a liason to the federal funding source and the local school district, mediating all budget matters, hiring, selecting and supervising project staff, overseeing curriculum development activities, performing administrative duties, and representing the project at various meetings and conferences.

Two resource specialists were located at each of the junior high schools on a full time basis. They were responsible for setting up resource space, identifying curriculum materials for individual and classroom use, selecting students for program participation, supervising

tutors, planning and implementing instructional activities, and providing career/vocational guidance.

Two student tutors, one for each site, assisted the project resource specialist by providing individual assistance to students in English reading skills. The tutors were bilingual and were doing well in school. Their backgrounds were similar to those of project students.

Tutoring sessions were conducted at each site for 45-minute periods during the school day. In addition. they assisted with the inventory of materials, preparing audio-visual aids, and other chores related to instruction. The tutors were paid for their services.

Teachers/writers assisted with the curriculum development component of the project by developing a manual. They were hired on an hourly basis and worked at the central headquarters.

The project secretary assisted in generating and producing materials and project correspondence. She was also responsible for filing, answering phones, and other clerical activities of the office.

IV. PROGRAM IMPLEMENTATION

Project GET SET was supposed to begin operating in 1983-84, but many difficulties developed in initial implementation. Consequently, full implementation did not begin until 1984-85, its second year of funding. First year delays were a result of reduced and late receipt of funding, problems identifying and hiring staff (as in the case of the resource specialists and student tutors), and project sites withdrawing from the project. Also, the original director unexpectedly resigned, adding to the delay. The new director was not appointed until January 1984.

Once appointed, the new project director established contact with the selected district offices and the participating sites. There was then an attempt to hire the two resource specialists, but due to administrative requirements (which prevent teachers from leaving current appointments past a fixed cut off date), the resource specialists were not hired until November 1984. The other obstacle that prevented the project from being implemented on time concerned work space. Each of the selected junior high schools had such large enrollments that space was a problem even for "regular" programs. For example, one principal reported that his school is operating at a 130% capacity. Finding space in such over-utilized facilities required both creativity and cooperation. Much to the credit of the project directors and principals, space was found in each school's library.

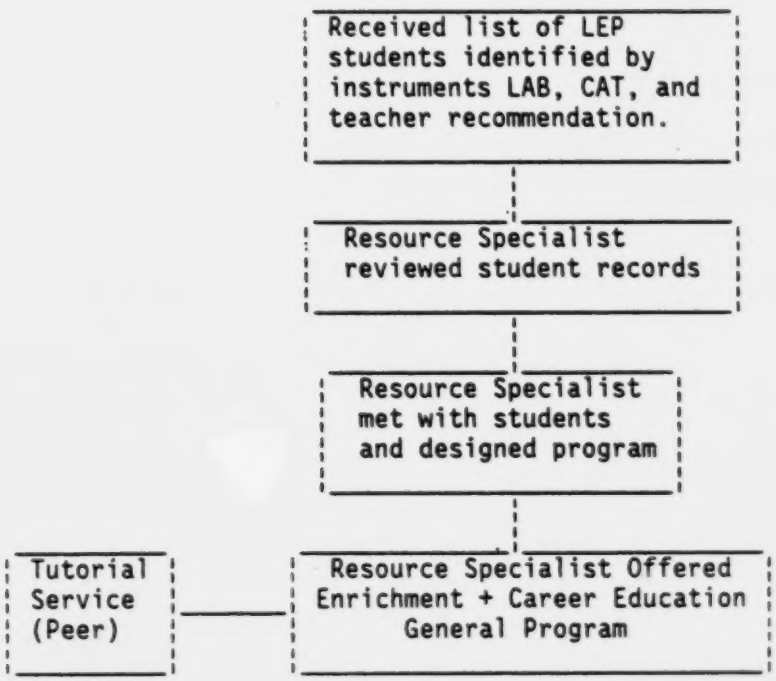
Once staff and space problems were resolved, the project proceeded quickly and smoothly. For example, student identification, parental notification and consent, ordering materials, and staff development training activities proceeded without any further delays.

The program consisted of serving from 6-12 students each period. Resource specialists worked in small groups and on a one-to-one basis with students. Student tutors, under the supervision of the specialist, worked on reinforcing program students' English skills.

Daily activities of program students included using worksheets, reading, watching films, and other activities such as resume preparation -- all geared toward developing career awareness. In addition, students attended presentations by outside speakers and went on field trips. These activities were designed to provide on-site role modeling and increase knowledge of career options. (See Figure 1 for design of project.)

FIGURE 1

Project Design 1984-85


Received list of LEP students identified by instruments LAB, CAT, and teacher recommendation.
Resource Specialist reviewed student records
Resource Specialist met with students and designed program
Tutorial Service (Peer)
Resource Specialist Offered Enrichment + Career Education General Program

V. INSTRUCTIONAL COMPONENT

This section presents the evaluation of instructional objectives in reading, English, native language achievement, and career-related instruction for students receiving program services relative to the comparison group. Additional objectives were proposed only for the group who received program services. They include parental involvement, staff development, the affective domain, and curriculum and materials development. An evaluation of these non-instructional objectives is presented in Section VI.

ENGLISH ACHIEVEMENT

Objective: By June, 70 percent of the students in the Bilingual Enrichment Classes will demonstrate English reading achievement that is significantly greater than that of similar non-program students.

In order to determine whether the groups were comparable in English skills, their scores on the Language Assessment Battery (LAB) were analyzed using an independent t-test.

The LAB is a series of tests developed by the New York City Public Schools to identify LEP students. The items for the English subtests were selected to provide sufficient "floor" and "ceiling" for LEP students. The tests were normed on the New York City Public School population and measures listening, reading, and writing skills for kindergarten through grade twelve.*

*More information on the psychometric properties of the LAB may be obtained from the Office of Educational Assessment, 110 Livingston Street, Brooklyn, New York 11201.

English LAB data were available for 39 participating students and 35 students in the comparison group. The participating students had a mean score of 51.4 (s.d.=20.1) and the comparison group scored a mean of 56 (s.d.=24.8). The mean difference between the groups was 4.7 but results of an independent t-test indicate that the difference is not statistically significant (t=.88, $p<.05$). Therefore, using English LAB scores as a measure of degree of similarity between the groups, those who received program services were comparable to those assigned to the comparison group.

The California Achievement Test (CAT)* was used to measure achievement in English reading. Students were pretested in April 1984 and posttested in April 1985.

Correlated t-tests on pre- and posttest raw scores for each group were computed to determine if the changes in scores were statistically significant. Students who received instructional services from the program scored an average of 21.1 (s.d.=12.7) on the pretest and 27.4 (s.d.=14.9) on the posttest, gaining an average of 6.3 (s.d.=10.7) points. This gain is statistically significant at the .01 level, indicating that students' achievement in English reading was greater than expected by chance.

The comparison group scored an average of 23.8 (s.d.=10.8) on the pretest and 25.8 (s.d.=11.3) on the posttest, gaining only 1.9 (s.d.=12.3) points. While these students did improve from pre- to posttesting, the gain was not statistically significant.

*Information on the psychometric properties may be obtained from C.T.B./ McGraw Hill, Del Monte Research Park, Monterey, California.

TABLE 3

English Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores of Students on the California Achievement Test by Participation Status

		Pretest		Posttest			
Status	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Mean S.D.
Participants	70	21.1	12.7	27.4	14.9	6.3**	10.7
Comparison	39	23.8	10.8	25.8	11.3	1.9	12.3

**Statistically significant at the .01 level.

Since the groups did not differ on the English LAB, gains on the CAT from pre- to posttesting were computed for each group and subjected to an analysis of variance. Results indicated a statistically significant difference between the groups ($F(1,107)=3.7$, $p<.05$). The mean gain of program students (6.3) was significantly higher than the mean gain of (1.9) of the comparison group. Clearly, this program objective has been met.

SPANISH ACHIEVEMENT

Objective: By June, 70 percent of the participating students will have demonstrated improvement in Spanish language arts skills as measured by a pre-post administration of a program-developed test.

This objective cannot be evaluated as proposed because scores on a program-developed test are not available. However, data are available for 33 students in the participating group and 23 students in the comparison

group who took the Spanish version of the LAB. The Spanish LAB has items similar to those on the English LAB and was normed on New York City Public School students with Hispanic surnames.

Table 4 presents the native language means and standard deviations for the participating and comparison groups. Despite the program objective of serving the "dually limited group," students in the participating group scored significantly higher on the Spanish LAB than students in the comparison group.

This may explain why gains made by students in the participating group were much larger than those in the comparison group. Given that the LAB is a diagnostic instrument and since participants had a higher mean Spanish LAB score, it is possible that these students had a greater potential to learn language compared to students in the comparison group. Also, students took the LAB before program services were provided, suggesting that program services per se were not responsible for this difference.

Thus, while the English LAB data indicate that the groups are similar in English language skills, Spanish LAB data suggest that differences in native language skills do exist between the participating group and the comparison group. As a result, it is not possible to determine whether the program or students' inherent potential is responsible for changes from pre- to posttest scores. The project might explore assessing students prior to group assignment to ensure that the groups are similar. With similar groups, statistical analysis of their difference in performance could be done, and the evaluation could more accurately determine the effectiveness of the treatment provided by the project.

TABLE 4

Native Language Achievement:
Results of the Language Assessment Battery (Spanish) by Status

Status	N	Mean	Standard Deviation	t-value	Level of Significance
Participants	33	61.5	22.4	4.5	p<.001
Comparison	25	34.4	21.8		

CAREER-RELATED INSTRUCTION

Objective: By June, at least 70 percent of participating students will improve their knowledge of careers by passing teacher-made tests.

Students in the participating group were pre- and posttested on teacher-made tests of career awareness. Data are available for 90 students.

The results of a correlated t-test indicate that on the pretest, students scored an average of 68.1 (s.d.=16.6). The mean posttest score was 73.9 (s.d.=16.6). The difference between pre- and posttest mean scores (5.8) was statistically significant, suggesting that improvement in students' knowledge of career-related issues was greater than expected by chance, thus meeting the program objective.

VI. NON-INSTRUCTIONAL COMPONENT

The project included non-instructional objectives in the areas of parental involvement, staff development, the affective domain, and curriculum and materials development. The evaluation of these activities was based on the project's progress reports and information provided through a questionnaire by the project director.

PARENTAL INVOLVEMENT

Objectives: Parents of participating students will be contacted by telephone, mail, or visited by family assistants at least twice each semester regarding the progress of their children. This is in addition to report cards issued three times a year.

At least five workshops on guidance-related themes such as understanding adolescent behavior, requirements for promotion, instruments used to assess students' career opportunities for bilingual individuals and the types of high schools offering courses that students are interested in pursuing, will be held for parents of participating students.

According to the project director, students' families were contacted either on a weekly, bimonthly, or monthly basis, depending upon the type of service provided. All services were offered bilingually. For example, every week parents were contacted by mail regarding the schools' activities. Twice a month, parents were given the opportunity to attend field trips with their children. Once a month, the project made telephone contacts, held parent-teacher conferences, and workshops on guidance-related themes. These conferences and workshops were well attended. Clearly, these objectives have been achieved.

STAFF DEVELOPMENT

Objectives: Staff members will participate in at least five workshops on methods of integrating career education in the curriculum.

By June, 70 percent of high school student aides will participate in at least 16 training sessions on tutoring techniques utilized with program participants.

Although attendance rates are not available, the project director reported that all activities were implemented as proposed at both sites. Progress reports of the project's activities have also been provided and they indicate that training sessions and workshops were held for staff.

Based on the available information, the proposed staff development objectives cannot be assessed.

AFFECTIVE DOMAIN

Objectives: By June, 70 percent of program students will meet at least once a week with the guidance counselor to discuss academic progress and personal issues.

As a result of participating in the program, the attendance of program participants will surpass that of the school as a whole during 1984-85.

The project director reported that academic and personal counseling were provided to project students on a weekly basis. These services were also offered bilingually. It is not possible to determine the percent of students attending these sessions because data were not provided.

The attendance of program students was very high at each school. Program students at J.H.S. 80 had a 93 percent attendance rate, surpassing the school rate (79 percent) by 14 percentage points. Program students at J.H.S. 143 had a 98 percent attendance rate, also surpassing the school attendance rate (85 percent) by 13 percentage points. Clearly, this program objective was met.

CURRICULUM AND MATERIALS DEVELOPMENT

Objectives: By June, bilingual learning activity units consisting of lessons, enrichment activities and evaluations related to career awareness and exploration will be developed for each grade.

By June, participating students will attend at least six field trips to representative places of work to aid in the development of their career interests.

By June, 70 percent of the program students will have attended at least 90 tutorial sessions provided by high school student aides.

As indicated in the project's progress report, and as reported by the project director, bilingual learning activity units were developed and supplied to the Spanish Bilingual Program. For example, newspaper and magazine articles on jobs were collected. Also, staff prepared a list of community agencies and individuals who were available as contacts for individuals seeking employment and referrals. Activities such as these certainly meet the criteria for satisfying the program's objective.

With regard to the field trips objective, data are available for 40 students, of whom 39 went on two trips and one student went on one trip. Although no students attended a minimum of six field trips, the trips that did take place served the purpose of developing career interests. However, this objective was not achieved.

The number of tutorial sessions attended by the 93 participants ranged from eight to 81, with a mean of 43 and a standard deviation of 16.4 Most students (73 or 79 percent) attended an average of 50 sessions, ranging from 32 to 81. Perhaps it is unrealistic to expect students to attend as many tutorial sessions as proposed in the objective. Consideration should be given to decreasing the number of tutorials students are expected to attend.

VII. SUMMARY AND RECOMMENDATIONS

Despite the delays, project implementation is progressing as proposed. To summarize, program participants were offered the following services by Project GET SET:

- o English and native language instruction on a supplemental basis;
- o individualized or small-group instruction and career guidance, provided by a resource teacher;
- o appropriate materials adapted to meet the academic and linguistic needs of the students;
- o home contact vis-a-vis mail and phones;
- o student aides serving as academic tutors and role models.

These activities were largely carried out by the resource specialists and student tutors. The resource specialists assumed some guidance as instructional support functions. (The original proposal included a guidance counselor, but it was eliminated when the program budget was negotiated.) Thus, based on a review of the available data of these non-instructional areas, most of the program objectives were achieved.

The results of student performance on tests used for evaluation indicate that GET SET students receiving program services are making statistically significant gains in English proficiency and knowledge of careers. Thus, the program is meeting its proposed student achievement objectives in these areas. However, achievement in Spanish proficiency cannot be evaluated because data are unavailable. Only scores on the Spanish LAB have been reported and they indicate that participating students are more proficient in Spanish than the students in the comparison group.

In English proficiency, gains were statistically significant for students receiving program services. The comparison group did not make statistically significant gains.

Only the participating group was pre- and posttested on tests of career awareness. Gains achieved by these students were large and statistically significant.

Third year activities may be improved by the following recommendations:

1. That the project director be based on-site in addition to, or instead of, in the central office. Although the director has been relatively successful facilitating project implementation while based at the central office, his presence on-site would provide additional support. 2. That the project reassess the number of tutorials that students are expected to attend. Expecting students to attend 90 tutorials may be unrealistic, given that Project GET SET is an enrichment program.

3. That the project collect and report all of the data necessary to assess each of the objectives proposed.